

**Improving Teacher Quality State Grants, Teacher and Principal Training and Recruitment Fund
Title II, Part A
Elementary and Secondary Education Act (ESEA) and Equitable Services to Non-Public Schools
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Slide 1 - Intro

Welcome everyone and thank you for joining me today, the Iowa Department of Education for the Title II, Part A Equitable Services to nonpublic school teachers zoom meeting. I'm Isbelia Arzola, and I work at the Iowa DoE overseeing Title II A. The webinar is going to last approximately one hour. During the meeting, we will use the chat feature or you can ask questions as they arise. If you're experiencing technical difficulties, please let us know.

Slide 2 – Agenda

For today's webinar we'll address the obligations of state and local education agencies, which are referred to as SEAs and LEAs in providing for the equitable participation of nonpublic school teachers in Title II, Part A, of the Elementary and Secondary Education Act, ESEA.

We will also refer to the consultation process, requirements of public and nonpublic schools, how to file request for reimbursement and how to file complaints. We will end with Q and As. At the end of the meeting, the PowerPoint and all the sample forms will be posted on our website www.educateiowa.gov – Title II, Part A - guidance.

Slide 3 – Purpose

The purpose of Title II, Part A is to improve the quality of the teaching force in order to improve student academic achievement. For the purposes of equitable participation of nonpublic schools, the primary purpose, **really the only purpose of Title II, Part A, is to provide funds for services that provide professional development for nonpublic school teachers and other educational personnel who engage in instruction.**

The LEAs that receive the Title II grants from the state education agencies may, in addition to paying for professional development, use their Title II, Part A funds for a variety of other teacher-related activities that may or may not include professional development. Most of those, really all of those activities, are not ones that we are permitted to provide to nonpublic school schools. For example, one of the things that a lot of LEAs do with their money is use it to hire additional teachers for the purpose of class size reduction.

It is not permitted at the federal level to pay salaries of teachers who work for nonpublic schools. So, that's not something that nonpublic school schools can do with the Title II, Part A funds that are available for services for them. **Really the only thing that nonpublic schools can do with their allowable Title II, Part A services is provide professional development for teachers and other educator personnel.**

Slide 4 – Characteristics of Service

The LEAs that receive the Title II grants from the state education agencies may, in addition to paying for professional development, use their Title II, Part A funds for a variety of other teacher-related activities that may or may not include professional development. Most of those, really all of those activities, are not ones that we are permitted to provide to nonpublic school schools. For example, one of the things that a lot of LEAs do with their money is use it to hire additional teachers for the purpose of class size reduction

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Slide 5 &6 – High Quality PD

The LEAs that receive the Title II grants from the state education agencies may, in addition to paying for professional development, use their Title II, Part A funds for a variety of other teacher-related activities that may or may not include professional development. Most of those, really all of those activities, are not ones that we are permitted to provide to nonpublic school schools. For example, one of the things that a lot of LEAs do with their money is use it to hire additional teachers for the purpose of class size reduction

It is not permitted at the federal level to pay salaries of teachers who work for nonpublic schools. So, that's not something that nonpublic school schools can do with the Title II, Part A funds that are available for services for them. Really the only thing that nonpublic schools can do with their allowable Title II, Part A services is provide professional development for teachers and other educator personnel.

Slide 7 – Characteristics of Services for NP

Characteristics of services. I appreciate this slide very much and it's one I like to highlight. Services, materials and equipment must be secular, neutral, non-ideological, and supplemental in nature, not supplanting what the nonpublic school would otherwise provide absent the federal education services.

Services must be allowable, reasonable, and necessary in meeting the needs of the nonpublic school teachers.

During the consultation meeting, both parties should describe and ensure the services meet the criteria: secular, neutral, non-ideological, supplemental in nature, not supplanting, allowable, reasonable, and necessary. **Bring this slide to the meaningful consultation**

Slide 8 – Title II, Part A Services are for:

So, some of the kinds of services that the LEA might make available to a nonpublic school would include things like training on effectively integrating technology into the classroom (not the technology); professional development on teaching students with different needs, students with disabilities, students with limited English proficiency. It can include professional development on methods for improving student behavior in the classroom, on identifying

interventions, on involving of parents in classroom instruction. All will depend on what the needs assessment shows (refer to Title IX attachments).

For principals and some other types of administrative personnel (check with DE for guidance and approval), Title II, Part A funds can be used to provide professional development on leadership and development in management. For both teachers and principals, Title II, Part A funds can be used for professional development on using data and assessments to improve instruction and outcomes. Of course, you can also do professional development in the core content areas, such as math, reading, language arts, history, science - anything that would improve the educator's knowledge of the subjects that they teach (remember supplement not supplant).

Slide 9 – PD funds

(For public schools) The size of the Title II allocation (for public schools) is determined by a statutory formula, which is why it's called the formula grant. The formula is based partly on the school-age population of the school district, and partly on the percentage of the school-age population that lives in poverty. These figures all come from census data. So how much Title II, Part A money each district gets depends largely on the size of the district. So, if a nonpublic school is located in a very large district, there might be a lot of Title II, Part A funds, and if it's a small district, perhaps less.

Public school districts can use their Title II, Part A funds for a variety of things. But the only place where they're permitted to provide equitable services to nonpublic schools is for professional development. Now public schools districts are allowed to make very different decisions about what they do with their Title II, Part A funds. So, a key question that we often get in relation to equitable services for Title II, Part A is questions, both from districts and from nonpublic schools, about how the district is to determine the level of services that it needs to make available to nonpublic school schools that are interested in participating.

If a district chooses to spend very little or none of its Title II, Part A funds for professional development, which may happen, then that has an effect on how much the LEA must make available to the nonpublic school schools for equitable services. The basic rule of thumb is that the district is required to make available equitable services to the extent that it spends its Title II, Part A funds for professional development.

So, if a district were to decide that it's not going to spend any of its Title II, Part A money on professional development that does not mean that the district can say to nonpublic schools, "We're not providing equitable professional development service to you."

The law provides a provision that says that the district must set aside at least the amount that it set aside under a previous federal program for professional development in 2001-2002. And that at least that level of equitable services from 2000-2001 must be made available to eligible nonpublic school schools.

So, the amount for the equitable services to the nonpublic school schools under Title II, Part A is dependent on really two things. The first being how much of the current allocation is the district spending on professional development? And then the second thing is how much did they spend in 2000-2001, and the per-pupil allocation of whichever of those is higher is the one they need to go with.

Slide 10, 11, 12– Consultation

It is important to note when the ESEA was first passed in congress in 1965, nonpublic schools, students and teachers were eligible to participate in major programs authorized under this act.

Thus, equitable participation of nonpublic school students and teachers is not something new; it's been there from the start. The obligation to initiate the consultation process lies with the public school district that is responsible for providing the equitable services; however, we recommend that if the public school does not initiate the consultation meeting, then the nonpublic school should request a meeting to start the process. We are trying to build relationships.

On annual basis, your local public school district, must contact nonpublic school officials and inquire as to whether the nonpublic school's teachers would like to participate in the ESEA programs available to them, including Title II, Part A.

In most cases, the district contacts officials of nonpublic schools located within its jurisdiction to begin the consultation process on key issues that are relevant to the equitable participation of public school students, teachers, and in some cases, parents, in ESEA programs. If this does not occur, nonpublic schools officials should contact the public school district in which their school is located and ask to speak to the individuals or individual responsible for administering the ESEA program (Title II A). We will address the specific requirements for timely and meaningful consultation in a few moments.

Under the uniform provisions, local education agencies or other entities receiving federal financial assistance are required to provide services to eligible nonpublic schools teachers consistent with the number of eligible students enrolled in a nonpublic school elementary or secondary school in the LEA or in the geographic area served by another entity receiving the federal financial assistance. These services and other benefits must be comparable to the services and other benefits provided to the public school teachers participating in the program. And they must provide them in a timely manner.

The local public school districts are required to assess and address the needs of the nonpublic school students and teachers and for Title II, Part A, it's only for teachers and other education personnel providing direct instruction to students, and principals and superintendents. Provide benefits and services that meet the needs of those nonpublic school school teachers and spend an equal amount of funds per student to provide services.

So let's address the timely, meaningful consultation requirements. Public school districts are required to initiate and engage in timely and meaningful consultation throughout the implementation and assessment of services. As you can see from this graphic, the consultation process is a continuous cycle throughout the school year. For example, in late winter, the public school district may send a letter to all nonpublic school schools located in the LEA's geographic region, asking if the school would like their teachers or Title II, Part A to participate in federal programs (see attachment on timeline)

So let's address the timely, meaningful consultation requirements. Public schools are required to initiate and engage in timely and meaningful consultation throughout the implementation and assessment of services. As you can see from this graphic, the consultation process is a continuous cycle throughout the school year. For example, in late winter, the public school

district may send a letter to all nonpublic schools located in the district's geographic region, asking if the school would like their teachers or Title II, Part A to participate in federal programs.

The following months, the local public school district may meet with the interested nonpublic school officials to begin consultation, the consultation process, and to inform the nonpublic school officials of available programs. Before the end of the school year, plans should be in order to ensure timely delivery of services in the upcoming school year.

Consultation between parties must occur before any decision is made that could affect the ability of nonpublic school and specifically-related to Title II, Part A, nonpublic school teachers and other education personal to receive benefits under ESEA and must continue throughout the implementation and assessment of activities.

Consultation generally must include a discussion on such issue as how a teacher's needs will be identified in regard to nonpublic school officials bringing to the consultation the needs of their teachers as related to the particular program. The needs of the nonpublic school teachers drive the services with the context of the program and the amount of funding available what services will be offered and how and where the services will be provided.

Consultation should happen at least once a year, and as many times as necessary.

Slide 13, 14 – Timely and Meaningful Consultation

This information is extremely important to have in front of you during the consultation process. Both parties should be able to answer all the questions to make an informed decision on how Title II A funds will be used for professional development services. Keep in mind that public schools are 100% responsible for the use of Title II A for public and non-public schools. See attachment forms (J) from Title IX.

Consultation topics also include who will provide the services, how the services will be assessed, how the results of the assessment will be used to improve those services, the amount of funds available for services, the size and scope of the services to be provided, what service development will be used and who will provide those services?

The size and scope of the service to be provided and how and when the agency will make a decision about the delivery of services is also very important. Regarding this point, the local public school district should provide information to the nonpublic school officials about the start of services and the provision by which the public school will approve requests for certain types of services. In addition, a thorough consideration of the views of the nonpublic school officials on the provision of the contract services through potential third-party providers must take place and where the public school disagrees with the view of the nonpublic school officials on the provision of services through a contract, the public school must provide a written explanation of the reasons why it has chosen not to use a contractor.

Title II A is a reimbursement program only; public schools should be invoiced for approved services they have been provided to the nonpublic schools. Public school will continue with the same reimbursement process in place for Title II A to be reimbursed

Slides 15-17 – useful forms

As noted, in the consultation graphic earlier, consultation must continue throughout the implementation and assessment of activities; and most important, must occur before the public school district makes any decision that affects the ability of nonpublic school teachers and other education personal. Use attachments “J” for sample forms; these forms and guidance documents can be found on our website www.educateiowa.gov Title II A webpage under guidance.

Slide 18 - Expenditures

The main thing to keep in mind about the funds is that the public school, not the nonpublic schools, remains in control of the federal funds and maintains ownership of any materials, equipment and property that are purchased with the funds. If any supplies or materials are purchased in association with professional development that's provided through equitable services in Title II, Part A, that stuff all belongs to the LEA. It does not belong to the nonpublic school.

Slide 19 – Guidance

Title II A guidance can be found on www.educateiowa.gov and the USED website

The nonpublic school participation section is “Section G” only.

Slide 20 –Reimbursement

Explain reimbursement process

Non-public schools – send invoices to Public schools for reimbursement – public schools need create accounts in their system for each nonpublic school. The state verifies amount, and balances; SEA may audit public schools at any time.

Funds are intended to be used within a fiscal year; however, if funds can't be used by June 30 of each year, the nonpublic schools will need to submit an extension request to the public school and copy Isbelia Arzola isbelia.arzola@iowa.gov to use funds within the following 6 months (up to 6 month extension, or December 30)

The extension request should include but not limited to:

- Challenges for using funds within the fiscal year
- Action plan to spend funds within the next 6 months
- If funds are not spent during specified agreed dates, the nonpublic school may waive the remainder funds for the specific year.

July 1, 2014 to June 30, 2015. Extension period: up to 6 months = December 31, 2015

The public school will provide a decision to the non-public school re the extension.

Slide 21 – Formal Complaints

By engaging in meaningful consultation and developing positive relationships with nonpublic school officials, the public school can facilitate the creation of a cooperative environment and minimize problems and complaints. If nonpublic school officials believe that timely and meaningful consultation has not occurred or that equitable services have not been provided, they should first contact the public school official responsible for coordinating the consultation

between the two entities. Nonpublic school officials may also contact the public school superintendent or program director of the federally funded program (Title II A) to ask for assistance.

If the response at the local level is not satisfactory, the nonpublic school official may contact the SEA official responsible for ensuring that the ESEA programs are implemented at the local level (Isbelia Arzola, isbelia.arzola@iowa.gov). Often these steps will resolve the matter. In the event that the problem has still not been resolved, the nonpublic school officials have the right to file a formal, written complaint with the SEA (Iowa Department of Education). In filing a formal complaint, the nonpublic school official must document how the public school district has not engaged in timely and meaningful consultation or has not provided equitable services or has violated some other requirement